



Communities That Care

Training of Process Facilitators

Facilitating
through
Phase Two

Trainer's Guide
(90 minutes)

Module 4

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Communities That Care

Slide 4-1



During the previous phase, potential players were identified. During this phase, those players will commit to the process, establish roles and group structures, develop methods of communication and develop the plans that will be needed for Phase Three.



Slide 4-2

Notes

Module 4 goal

Communities That Care

To provide the knowledge and skills necessary for facilitating the *Communities That Care* effort through Phase Two.



Training of Process Facilitators

4-2

Review the goal of the module.

Objective

Communities That Care

Participants will be able to:

Help communities address Phase Two milestone and benchmark issues.



Training of Process Facilitators

4-3



Slide 4-3

Notes

Review the objective.

Just as in Phase One, your role as a Process Facilitator will be to help communities with issues that can get in the way of achieving the milestones and benchmarks for Phase Two.

As we reviewed, the milestones and benchmarks describe the specific tasks for each phase. So understanding the milestones and benchmarks will help you better understand the potential issues that community members may need your help in addressing.

Now take 5 minutes to review the Phase Two milestones and benchmarks in your Participant's Guide.

Ask participants if they have any questions about the Phase Two milestones and benchmarks.

Milestones and Benchmarks

Phase Two: Organizing, Introducing, Involving

Milestones

Engage Key Leaders
(positional and informal).

Develop a Community Board to
facilitate assessment, prioritization,
selection, implementation and
evaluation of tested, effective
programs, policies and practices.

Benchmarks

Hold the Key Leader Orientation.

Obtain formal Key Leader commitment.

Identify the role of Key Leaders.

Identify a Key Leader Board (a core group of Key Leaders).

Develop a plan for communication between the Community Board
and Key Leaders.

Solicit Key Leader input on potential Community Board members.

Obtain necessary memoranda of agreement or joint-operating
agreements from relevant stakeholder groups.

Identify and recruit a diverse, representational group of potential
Community Board members.

Hold the Community Board Orientation.

Ensure that Community Board members understand their roles
and responsibilities.

Establish an organizational structure (including leadership roles and
committee and/or work-group structures).

Define the Community Board's relationship with other coalitions
and collaboratives.

Develop a formal method of communication among the Coordinator,
Community Board members and the Key Leader Board.

Ensure the development and approval of an initial work plan and time
line for implementation by stakeholders.

Develop a documentation mechanism for the *Communities That
Care* process.

Milestones and Benchmarks

Milestones

Educate and involve the community in the *Communities That Care* process.

Benchmarks

Develop a vision statement with input from Key Leaders, the Community Board and community members. Share the statement with community members.

Inform community members of the *Communities That Care* process.

Develop mechanisms for involving community members.

Create a plan for involving youth.

Ensure that the Community Board has developed a process for ongoing communication with the community.

Develop an orientation mechanism for new Key Leaders and Community Board members.

The community is ready to move to Phase Three: Developing a Community Profile.

Create an initial work plan and time line for Phase Three: Developing a Community Profile.

Identify and secure the resources needed for Phase Three.



Slide 4-4

Notes

Identifying Key Leaders

- Positional Key Leaders—hold formal positions of power or influence
- Informal Key Leaders—well-respected community members who are viewed as leaders by individuals or community groups.



Training of Process Facilitators

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Objective: Help communities address Phase Two milestone and benchmark issues.

The first milestone we'll be reviewing is covered in the Key Leader Orientation (KLO), which is the first training of Phase Two. So let's briefly review what's done in KLO.

As you know, Key Leaders are those individuals in a community who control resources, impact policy and influence public opinion. The two main goals of the Key Leader Orientation are to provide participants with:

- *an overview of the research foundation for the Communities That Care system*
- *an understanding of how the community can benefit from using this system to guide prevention planning and implementation*
- *the skills to establish an effective Community Board.*

After learning about the research foundation and how the Communities That Care system works, Key Leaders are asked to commit to the Communities That Care process.

Key Leader Orientation participants will also plan on how to:

- *address any readiness issues that are still outstanding at this point, such as securing support for the Communities That Care Youth Survey*
- *secure planning resources (such as funding for a Coordinator)*
- *recruit additional Key Leaders (if necessary) and establish a Key Leader Board structure*
- *recruit Community Board members and hold the Community Board Orientation.*

Notes

They will also identify any other necessary steps that will need to be addressed before the Community Board Orientation.

As you just reviewed, the first milestone for Phase Two is “Engage Key Leaders (positional and informal).” Let’s look at the difference between these two types of Key Leaders:

- *Positional Leaders—those who hold formal positions of power or influence (for example, the mayor, the chief of police and the superintendent of schools).*
- *Informal Leaders—well-respected community members who are viewed as leaders by individuals or community groups. They do not necessarily hold formal leadership positions.*

Key Leaders generally represent one of eight areas in the community—government, law enforcement/justice system, business, education, religion, social services, culture/diversity or other (such as health or media).

The Communities That Care system engages Key Leaders in these different areas so that they are informed about the Communities That Care process, can support the effort with resources and can aid the Coordinator in solving problems.

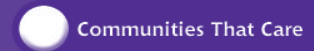
The Coordinator (or a member of the Community Board if a Coordinator has not been selected) can provide you with a list of Key Leaders who have committed to the process and the areas of the community that they represent.



Slide 4-5

Notes

Milestones: Engage Key Leaders (positional and informal).



- Hold the Key Leader Orientation.
- Obtain formal Key Leader commitment.
- Identify the role of Key Leaders.
- Identify a Key Leader Board (a core group of Key Leaders).
- Develop a plan for communication between the Community Board and Key Leaders.
- Solicit Key Leader input on potential Community Board members.
- Obtain necessary memoranda of agreement or joint-operating agreements from relevant stakeholder groups.

Training of Process Facilitators

4-5

Objective: Help communities address Phase Two milestone and benchmark issues.

Now let's brainstorm some potential obstacles for the milestone "Engage Key Leaders (positional and informal)" and its benchmarks.

Activity: Engage Key Leaders (positional and informal).

Time: 20 minutes

Instructions:

- Divide participants into pairs or small groups.
- Assign a benchmark for the milestone "Engage Key Leaders (positional and informal)" to each pair or small group. Tell them to spend about five minutes brainstorming potential obstacles to achieving their benchmark and reasons why these obstacles would be significant in hindering the benchmark from being achieved. Participants should use the worksheet in their Participant's Guide to help them work on their answers.
- After about five minutes, have each pair or small group report their potential obstacles to the larger group. Write these obstacles on an easel sheet so that all participants can see them.

Note to trainers: Following this activity is a list of common obstacles for many of the benchmarks for this milestone. Review any of the obstacles on this list that participants do not identify.

- Next have participants brainstorm solutions for the potential obstacles they identified (or you reviewed). Participants can use the worksheets in their Participant's Guides to work on their answers.
- After about 10 minutes, debrief by asking the groups to summarize their ideas. Discuss the different solutions different groups came up with. Provide your own input on the solutions they proposed.

[The following are important common obstacles for some of this milestone's benchmarks.

- Obtain formal Key Leader commitment—It may be difficult to get Key Leaders to commit until they know more about the process and what their responsibilities will be.
- Identify the role of Key Leaders—Some potential Key Leaders do not understand the amount of responsibility that they'll have when they're appointed. Key Leaders may have other community commitments. These commitments, when combined with a Key Leader's responsibilities, could overwhelm some.]

Notes

Engage Key Leaders (positional and informal).

Assigned benchmark: _____

1. What are some potential issues community members may have when addressing this benchmark?

2. Why would these issues have the potential to be significant?

3. What are some ways that a Process Facilitator can help community members address the issues for this benchmark?

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Slide 4-6

4—13

Notes

Note to trainers: Following this activity is a list of common obstacles for many of the benchmarks for this milestone. Review any of the obstacles on this list that participants do not identify.

- Next have participants brainstorm solutions for the potential obstacles they identified (or you reviewed). Participants can use the worksheets in their Participant's Guides to work on their answers.
- After about 10 minutes, debrief by asking the groups to summarize their ideas. Discuss the different solutions different groups came up with. Provide your own input on the solutions they proposed.

[The following are important common obstacles for some of this milestone's benchmarks.

- Identify and recruit a diverse, representational group of potential Community Board members—The Community Board may have too much representation from agencies, with little or no representation from youth, residents, parents, schools, business, media or the faith community. Also, the board may have too few people to carry out its many responsibilities.
- Ensure that Community Board members understand their roles and responsibilities—If readiness work hasn't been done to clarify the mission and parameters of the board, board members may become frustrated by not knowing what they're supposed to be doing.
- Establish an organizational structure (including leadership roles and committee and/or work-group structures)—Some boards may be too small for a committee structure. This can mean that a few people or groups have too many responsibilities. It can also be difficult to get people to take on the responsibilities of certain key roles, such as the Chair.
- Define the Community Board's relationship with other coalitions and collaboratives—If board members do not understand their roles and responsibilities, it may be difficult to define the nature of relationships with other coalitions and collaboratives. Also, other coalitions may feel that they already address a community's issues and that the *Communities That Care* system is not needed.
- Develop a formal method of communication among the Coordinator, Community Board members and the Key Leader Board—This can be difficult if certain positions have not been filled, such as the Coordinator or Chair.]

Develop a Community Board

Assigned benchmark: _____

1. What are some potential issues community members may have when addressing this benchmark?

2. Why would these issues have the potential to be significant?

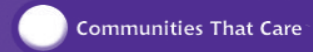
3. What are some ways that a Process Facilitator can help community members address the issues for this benchmark?



Slide 4-7

Notes

Community readiness for prevention



- Attitudinal readiness
- Structural/organizational readiness



Training of Process Facilitators

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Objective: Help communities address Phase Two milestone and benchmark issues.

Participants in the Community Board Orientation will also concentrate on addressing community readiness issues.

Readiness is separated into two types in this training.



Attitudinal readiness refers to the attitudes of individuals and/or groups in the community that may help or hinder prevention efforts.

Let's review some examples of attitudinal readiness issues. Keep these points in mind if you need to help communities address milestone and benchmark issues in Phase Two.

- *In order for communities to efficiently and effectively focus prevention efforts, they must be aware of the problems at hand.*
- *Many communities are home to a variety of competing issues and problems. Sometimes, one problem receives a disproportionate amount of attention and resources. In such cases, it can be useful to help communities connect one problem to others by identifying their common risk and protective factors.*
- *The belief that change is not possible can be a significant stumbling block. When this happens, it is important to break problems down into smaller, easily achievable goals.*

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Slide 4-8

Notes

Community organization for the Communities That Care system

Communities That Care



Training of Process Facilitators

4-8

Objective: Help communities address Phase Two milestone and benchmark issues.

Now let's review the typical organizational structure of the Communities That Care effort. Understanding this structure will help you work effectively with the Community Board.

Community Board members include individuals selected or designated by Key Leaders, representing all community stakeholder groups. These groups include education, law enforcement, government and others. The board may consist of 15-40 members and is divided into work groups that carry out specific tasks.

Review the slide.

This organizational chart shows an example of the type of Community Board structure that has worked for some communities.

Participation in the Community Board Orientation will ensure that Community Board members have the skills needed to complete the milestones and benchmarks.

The Work Group Descriptions in your Participant's Guide show the responsibilities for each Community Board work group.

Give participants 5 minutes to review the Work Group Descriptions.

Does anyone have any questions about the Community Board and the roles of the work groups?

Work Group Descriptions

The following work groups will carry out tasks for the Community Board. Some communities will have a different structure with slightly different responsibilities, but the following is a basic structure followed by many.

Work Groups

Executive Committee

The Community Board Executive Committee is made up of no more than eight members. It includes the positions of Chair, Vice Chair, Recorder and Coordinator. It may also include chairs from the work groups. This group sets an agenda for the Community Board, provides oversight and accountability for Community Board activities, and reports regularly to the Key Leader Board on progress related to milestones and benchmarks.

Risk- and Protective-Factor Assessment

The Risk- and Protective-Factor Assessment work group collects risk- and protective-factor data, analyzes the data to identify priorities, and helps the Community Board and/or stakeholder groups complete the prioritization process.

Resources Assessment and Evaluation

The Resources Assessment and Evaluation work group inventories and assesses existing resources that address the community's identified priorities. It identifies gaps in current responses to priorities in preparation for selecting tested, effective programs, policies and practices. It also evaluates the implementation and evaluation of tested, effective programs.

Community Outreach and Public Relations

The Community Outreach and Public Relations work group involves community stakeholders in the Communities That Care effort, promotes the Communities That Care system, and educates and updates the Key Leader Board, stakeholders and public about the work of the Community Board.

Funding

The Funding work group identifies funding needs. It manages the acquisition and use of public and private funds. These funds are used for planning and for the implementation and evaluation of the selected programs, policies and practices.

Community Board Maintenance

The Community Board Maintenance work group builds and sustains a healthy and effective Community Board, including finalizing the Community Board's organizational structure, establishing communication and reporting protocols, and developing a process for recruiting and educating new Community Board members.

Youth Involvement

The Youth Involvement work group recruits youth for all aspects of the Communities That Care effort. It works with other work groups to identify diverse roles for young people, skills and training needed by young people and appropriate recognition.



Slide 4-9

Notes

Stages of team development

Communities That Care

- Forming
- Storming
- Norming
- Performing



Training of Process Facilitators

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Objective: Help communities address Phase Two milestone and benchmark issues.

The Community Board's work groups, as well as the Community Board as a whole, will be developing as teams as they start and continue to work together. This is important to keep in mind because the way you work with a group will be, in part, determined by the group's stage of team development.

Researcher Bruce Tuckman identified four stages of team development: forming, storming, norming and performing. All groups go through some form of these stages. It is natural and normal. As a Process Facilitator, you should be aware of these stages so that you can better understand and work with work groups as they progress from one stage to the next.

Review the slide.

- "Forming" (or formation) is the stage when the group first gets going and the members get to know each other. They are not yet a team.
- "Storming" (or confusion) is the phase when the group begins to deal with the task at hand. Personal conflict may distract members from their responsibilities and they may compete for influence. It is important to allow the group to move through this stage and deal with any conflict.
- "Norming" (calming down) is the stage when the group becomes a team. Conflicts and difficulties are resolved, and processes and objectives become clearer.
- "Performing" involves getting on with the work of the team. In this stage, team members get more productive work done. The process is established and action has begun.



Slide 4-10

Notes

Check for understanding.

Earlier we talked about the ways in which the Social Development Strategy (SDS) provides a road map, or framework, for getting a community's youth from birth to healthy, positive adulthood. Now let's see how the SDS applies to the process of building a high-performance Community Board. This is an example of the Social Development Strategy in action.

At the top, the goal is to build a high-performance Community Board.

Working our way down:

What healthy beliefs and clear standards will Community Board members be starting with?

[Possible answers include: Vision statement for the community; agreement that a risk- and protection-focused approach is needed for effective prevention; a belief that community-wide efforts are most effective for creating healthy futures for youth; expectations regarding meeting ground rules and other techniques needed for effective meetings; the expectation that the Community Board will represent the diversity of the community.]

How can potential Community Board members build bonds?

[Possible answers include: Provide opportunities for everyone to participate in various tasks; ensure skills necessary for success by recruiting new members and seeking training, if needed; recognize efforts and accomplishments, both among ourselves and publicly.]

What individual characteristics may affect this process?

[Possible answers include: Culture, ethnicity, age, gender, personality, communication style, socioeconomic class, educational background.]

Does anyone have any questions about this process?

Does everyone agree that taking the time to build this type of high-performance Community Board will help Community Board members work more effectively?



Slide 4-11

Notes

Milestone: Educate and involve the community in the *Communities That Care* process.



- Develop a vision statement with input from Key Leaders, the Community Board and community members. Share the statement with community members.
- Inform community members of the *Communities That Care* process.
- Develop mechanisms for involving community members.
- Create a plan for involving youth.
- Ensure that the Community Board has developed a process for ongoing communication with the community.
- Develop an orientation mechanism for new Key Leaders and Community Board members.

Training of Process Facilitators

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Objective: Help communities address Phase Two milestone and benchmark issues.

Now let's look at some issues that may come up as the Community Board completes the Phase Two work and prepares for Phase Three. The third milestone is "Educate and involve the community in the Communities That Care process."

You may have noticed that most of the benchmarks for this milestone involve establishing effective lines of communication among the Community Board, Key Leader Board and community members. Therefore, there are common issues for all these benchmarks. They include:

- *It may be difficult at this stage to educate and involve community members because the Community Board is still murky on the details of the Communities That Care system.*
- *It may be difficult to keep Key Leaders informed until there is something tangible (such as an assessment report) to present and discuss.*

Solving these issues will require you to be familiar with how a community has set up their Key Leader Board and Community Board. Can anyone think of why this would be necessary?

Take responses.

[Knowing the structure of a community's boards will be helpful because these groups will have to be brought together in order to establish how they will communicate.]

Activity: Educate and involve the community in the *Communities That Care* process.**Time:** 20 minutes**Instructions:**

- Divide participants into pairs or small groups.
- Assign a benchmark for the milestone “Educate and involve the community in the *Communities That Care* process” to each pair or small group. Tell them to spend about five minutes brainstorming potential obstacles to achieving their benchmark and reasons why these obstacles would be significant in hindering the benchmark from being achieved. Participants should use the worksheet in their Participant’s Guide to help them work on their answers.
- After about five minutes, have each pair or small group report their potential obstacles to the larger group. Write these obstacles on an easel sheet so that all participants can see them.
- Next have participants brainstorm solutions for the potential obstacles they identified (or you reviewed). Participants can use the worksheets in their Participant’s Guides to work on their answers.
- After about 10 minutes, debrief by asking the groups to summarize their ideas. Discuss the different solutions different groups came up with. Provide your own input on the solutions they proposed.

Notes

Educate and involve the community

Assigned benchmark: _____

1. What are some potential issues community members may have when addressing this benchmark?

2. Why would these issues have the potential to be significant?

3. What are some ways that a Process Facilitator can help community members address the issues for this benchmark?

Community Board next steps



Community Board participants will:

- identify necessary resources
- identify specific barriers or issues to resolve
- set a date for the task's completion
- complete the Community Board Next Steps worksheet
- ensure that copies of work plans are collected and distributed to other work groups
- determine the next date when each group will meet.

Training of Process Facilitators

4-12



Slide 4-12

Notes

Objective: Help communities address Phase Two milestone and benchmark issues.

Participants in the Community Board Orientation take many of the same next steps that Key Leaders did at the end of the Key Leader Orientation.

The work done at the end of the training lays the foundation for the work that the Community Board and its work groups will do in the future. This work addresses the final milestone in Phase Two: "The community is ready to move to Phase Three: Developing a Community Profile."

First, for each task that the Community Board must complete before Phase Three, participants will:

- *identify necessary resources*
- *identify specific barriers or issues to resolve*
- *set a date for the task's completion.*

Next, participants will:

- *complete the Community Board Next Steps worksheet, assign tasks to people and groups and indicate the date for presenting a completed plan*
- *ensure that copies of work plans are collected and distributed to other work groups to let everyone know where each group stands*
- *determine the next date when each group will meet.*

This work will be collected by the Coordinator at the end of the Community Board Orientation.

Contact the Coordinator to obtain this work. This will be useful in determining where the Community Board is before moving on to Phase Three. This is especially important if a community you have been working with has faced some challenges with tasks and readiness issues through Phase Two.



Slide 4-13

Notes

Next up

Communities That Care

The role of the Process Facilitator in Phase Three of the *Communities That Care* process

Training of Process Facilitators

4-13

Let participants know that the next module will explain the role of the Process Facilitator in Phase Three of the *Communities That Care* system.